A STUDY OF EMOTIONAL INTELLIGENCE, TEACHING COMPETENCY AND PROFESSIONAL DEVELOPMENT IN TEACHERS EDUCATORS

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INTRODUCTION

Education is a constructive process which drags a person from darkness, poverty and misery and leads him to the pool of prosperity and happiness by developing his personality in the entire aspects i.e. physical, mental social, emotional & spiritual. It is a lifelong process that starts from the birth of the individual and continues till death (Anderson, 2004). The whole process of education is shaped and moulded by the human personality called teacher who plays a pivotal role in any system of education. Education in the present day context is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and in the process, and enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching and are the main source of knowledge and values for student. Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support teacher trainees.

Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behaviour working in an organization and it is important for the success of their profession. Emotional Intelligence means the ability to retain emotional impulses, to read other persons innermost feeling and to handle relationships smoothly. The ability to control impulses is the base of character. Goleman (1995) says that Emotional Intelligence represents Character. Teacher Educators play the central role in cultivating character by inculcating self-discipline and empathy. For this, teacher educators should be aware of the importance of Emotional Intelligence in Education. In fact, most educators know about the importance of imparting Emotional Intelligence training to the students.

In today's world teacher must develop the essential 21st century competencies. A teacher's competency in 21st century according to UNESCO (2008) is that a competent teacher should

have firm knowledge of the curriculum of their subject and to use technology into the curriculum.

Teaching competency refers to the knowledge, attitude, skills and self-perception or the products that comes from by mixing these behaviours and resulting in consistent pattern of behaviour leading to the attainment of expected outcomes. Teaching competency is the ability of a teacher manifested through a set of overt teacher classroom behaviours which is resultant of the interaction between the presage and the product variables of teaching within a social setting (Rama, 1979).

Teaching Competencies and professional development are important to teachers as they are levels of aptitude that are measurements for teaching ability. The method of teaching each subject plays a pivotal role in enhancing the efficiency of the students. Methodological competency are the means or procedures that teachers use to aid students in having an experience, mastering a skill or process, or in acquiring an area of knowledge. If efficient and effective, the method of instruction will achieve the desired end because teaching implies the use of a technique to secure desired objectives. That is why in programmes of teacher education, attention is given to courses on techniques and methods of teaching because it is through these methods of teaching that teachers can acquire the competencies needed to carry out instructional processes effectively.

Professional development refers to many types of educational experiences related to an individual's work in education, researches shown that teaching quality and leadership are the most important factor in raising student achievement. Professional development is the only way, Educators can learn so that they are able to better their performance and raise student Achievement. Professional development is most effective when it occurs in the context of educators' daily work. It also can be useful if it takes place before classes begin or after they end.

Hence the Emotional Intelligence, Teaching Competency and Professional development provides ongoing opportunities for Teacher Educators to continue to improve their knowledge and skills.

EMOTIONAL INTELLIGENCE

EMOTION

Etymologically, the world emotion is derived from the Latin word ‘emovere’ that means ‘to stir up’ or ‘to exite’. Emotions can thus be understood as an agitated or excited state of our mind and body. According to Woodworth (1945) Emotion is a ‘moved’ of ‘stirred-up’ state of an organism. It is stirred-up state of feeling that is the way it appears to the individual himself. According to Crow & Crow (1973) Emotion is an affective experience that accompanies generalized linear adjustment, mental and physiological stirred-up states in the individual and that shows itself in his overt behaviour.

EMOTIONAL INTELLIGENCE

The concept of emotional intelligence began to appear in the early 1990 and it was popularized in 1995 by Daniel Goleman,s book, Emotional Intelligence. The book captured the attention of the general public, media, and researchers by claiming that emotional intelligence can be “as powerful, and at times more powerful, than IQ” in predicting how successful one is in life (Goleman, 1995).

Salovey and Mayer (1990) defined emotional intelligence as a form of intelligence that involves the ability to monitor one’s own and others feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Thus, Emotional Intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others. Bar-On (1997), defined emotional intelligence as being concerned with understanding oneself and others, relating to students, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

COMPONENTS OF EMOTIONAL INTELLIGENCE

Mayer and Salovey (1990) Emotional intelligence is categorized into five domains:

- Self-Awareness: Observing your-self and recognizing of feelings as it happens.
- Managing Emotions: Handling feelings so that they are appropriate to realized what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.
- Motivating Oneself: Channelling emotions in the service of a goal; emotional self-control, delaying gratification and stifling impulses.
- Empathy: Sensitivity to other's feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
- Handling Relationships: Managing emotions in others, social competence and social skills.

According to Cooper (1996/1997) emotional intelligence can be divided into five attributes which are as follows:

i. Current environment: It includes life pressures and life situations.
ii. Emotional literacy: It includes emotional self-awareness, emotional expression and emotional awareness of others.
iii. EQ competencies: It includes intentionality, creativity, resilience, interpersonal connections and constructive discontent.
iv. EQ values and attitudes: It includes outlook, compassion, intuition, trust radius, personal power and integrated self.
v. EQ outcomes: It includes general health, quality of life, relationship quotient and optimal performance.

Hein (2000) thinks, ―Emotional intelligence is the mental ability underlying the emotional sensitivity, awareness and management skills which help us maximize our long term health, happiness and survival.

‖ Steve Hein's definition:

1. Emotional identification, perception and expression

- The ability to perceive and identify emotions in faces, tone of voice, body language
- The capacity for self-awareness: being aware of our own feelings as they are occurring.
- The capacity for emotional literacy. Being able to label specific feelings in our self and others; being able to discuss emotions and communicate clearly and directly.

2. Emotional facilitation of thought

- The ability to incorporate feelings into analysis, reasoning, problem solving and decision making.
- The potential of our feelings to guide us to what is important to think about

3. Emotional understanding

- The ability to solve emotional problems
- The ability to identify and understand the inter-relationships between emotions, thoughts and behaviour. For example, to see cause and effect relationships such as how thoughts can affect emotions and our emotions can lead to the behaviour in our self and others.
- The ability to understand the value of emotions to the survival of the species.

4. Emotional management

- The ability to take responsibility for one‘s own emotions and happiness.
- The ability to turn negative emotions into positive learning and growing opportunities.

Advantages of High Emotional Intelligence:

1) Generally speaking, emotional intelligence improves an individual‘s social effectiveness. The higher the emotional intelligence, the better the social relations.

2) The high EI individual, most centrally, can better perceive emotions, use them in thought, understand their meanings and manage emotions than others. Solving emotional problems requires less cognitive effort for this individual.

3) The person tends to be somewhat higher in verbal, social and other intelligences, particularly if the individual scored higher in the understanding emotions portion of EI.

4) The individual tends to be more open and agreeable than others.

5) The high EI person is drawn to occupations involving social interactions such as teaching and counselling more so than to occupations involving clerical or administrative tasks.

6) The high EI individual, relative to others, is less apt to engaged in problem behaviours and avoids self-destructive, negative behaviour, such as smoking, excessive drinking, drug abuse or violent episodes with others.
7) The high EI person is more likely to have possessions of sentimental attachment around the home and to have more positive social interactions, particularly if the individual scored highly on emotional management.

8) Such individuals may also be more adept at describing motivational goals, aims and missions. (Mayer, Salovey and Caruso, 2004).

Researchers concerned with emotional intelligence skills suggested following ten golden principles for developing emotional intelligence:

1) Label your feelings rather than labelling people or situations.

2) Distinguish between thoughts and feelings.
3) Take more responsibility for your feelings.

4) Use your feelings to help them make decisions.

5) Show respect for other people‘s feelings.
6) Feel energized, not angry.

7) Connecting with right hemisphere.
8) Giving time out to the brain.
9) Learning how to let go.
10) To be more realistic (Azzopardi 2003).

TEACHING COMPETENCY

MEANING OF TEACHING

Teaching includes all the activities of providing education to other.
Teaching means interaction of teacher and students. They participate for their
Mutual benefits. Both have their objectives and target is to achieve them.

Edmund Amidon (2011) defined "Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity".

Teaching competence defines to the abilities; set of knowledge, belief a teacher possesses and bring to the teaching situation. There are numerous definitions and views stated by the various psychologists and educationalists.

The concept of teaching competing in India emerged from competence based teacher education (BTE) programme (Pam and Sharma, 1981). This lack of consensus of the term 'Teaching competence highlights the difficulty of its measurement. If measurement of teaching competence has to be valid objective and reliable one has to delimit to such variable several delimitation an issue expressed by various educationalist on the meaning and evaluation of teaching competence some of them are given below.

"Teaching competence is one or more abilities of a teacher to produce agreed upon educational effect." ----- (Biddle 1964)

"The competence of teacher is defined as the avg. success of all his behaviour in achieving their intended effects." ----- (Medly and Mitzel, 1963)

"Teaching competence is those skills, concepts and attitudes needed by teachers for the act of instruction in the educational institution (Good, 1973).

"The possession of the teachers, his knowledge, skills, attitude, personality configuration and the like are referred as competences, they land the character dimension to teaching (Haskew, 1956).

"Competent teaching is assumed to be made up of a collection of modular skills in a chain of performance and modules constitutes effective teaching performance" (Tracuer,1975). Hoyle (1969) defined, "A competent teacher is one who (a) has the skill of accurate perceptions of the classroom situation and the changes that occur within the classroom (b) is aware of the teacher's role which are appropriate to different situations and (c) possesses the personality skills which allow him to adopt to changing situation.

Teacher competence is a wider term including teacher's personality, process and product variables while teaching competence is restricted to the teaching behaviour's presented during classroom teaching. Commonwealth Report (1974) states that to be a competent teacher the teacher must have knowledge of child development, of the material to be taught, and suitable method of teaching it, of culture of his pupil, his skills must enable him to teach advise, and guide his pupil, community and culture with which he is involved, his attitude should be positive without being aggressive so that his examples are likely to be followed as he transmit explicitly and implicitly the rational aims and ideals and moral and social values.

Donald M.Medley(1982) defined the teaching competency as 'those of knowledge, abilities and beliefs a teacher process and brings to the teaching situation'.

TYPES OF COMPETENCIES

- Interpretation competencies
- Moral competencies
- Communication competencies

- Postulator competencies
- Methodological competencies,
- Execution competencies.(Kwasnica1994)

COMPONENTS OF TEACHING COMPETENCY

According to the National Council for Teacher Education (NCTE 2005)
There are four components of teaching competencies;

- .Knowledge Competency includes the content of the subject matter and the knowledge of the teacher over the subjects.
- Performance Competency refers to output competency of the teacher
- Behaviour Competency refers to the rapport and the personality of the teacher.
- Consequence Competency refers to the pupil's outcome or achievement.

Importance of Teaching Competencies

International Encyclopaedia of Teaching and Teacher Education (2005) classified teaching competencies into six classes. They are:

1. Cognitive based teaching competencies
2. Performance based teaching competencies
3. Consequence based teaching competencies
4. Exploratory competencies
5. Managerial teaching competencies
6. Affective teaching competencies

PROFESSIONAL DEVELOPMENT

Professional development is a process which includes both informal and Formal approaches to individual effectiveness. Development involves all activities aimed at improvement and growth in a person's ability to perform assignments effectively. Professional development is an on-going process for all extension professionals and is closely related to institutional changes (Baker and Villalobos 1997).

Professional development refers to the development of a person in his or her professional role. Professional development includes formal experiences (such as, attending workshops and professional meeting, mentoring, etc.) and informal experiences (such as reading professional publications, watching Television documentaries related to an academic discipline, etc.) (Ganser, 2002).

Gall and Renchler (1985) described professional development more specifically as "efforts to improve teachers' capacity to function as effective professionals by having them learn new knowledge, attitudes and skills."

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Days 1999)

The Commission on teacher Education in USA (1996) explained Professional development clearly as: "The continued education of teachers' means much more than making up defects in preparation. It means continuous growth in the capacity to teach. It means broadened understanding of human development and human living. And now, more than any period at school history, it means growth in one's capacity to work with others."

Professional development as a development that takes place after a person has started working as a teacher educator. There is, however, no fixed route to be followed in professional development, nor is there an end to the development as long as teacher educators are working in their profession (Smith, 2003)

The National Curriculum Framework on Teacher Education (NCF, 2009) has highlighted aims of Continuing Professional Development Programmes for Teachers. The broad aims of continuing professional development programmes for Teacher Educators are to:

- Research and reflect on learners and their education.

- Understand and update oneself on educational and social issues.

- Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counselling.

- Break out of intellectual isolation and share experience and insights with others in the field, both teachers and academics working in the area of specific disciplines as well as intellectuals in the immediate and wider society.

It has been recommended by researchers that self-organized research as an essential component of development of teachers and action research construct personal knowledge base which in turn can improve the quality of working processes (Passi and Singh 1998 and Passi 2000). Bawa (2001) stated those demonstration lessons followed by discussion are effective in improving overall teaching competencies of Teacher Educators. Longer time period is required for teacher trainees to develop conceptual framework and practice new instructional strategies (Bacchus 2001, pal 2000). National Institute of Education, Singapore, (2009) laid various core competencies, skills, knowledge and values for Teacher Educators for enhancing professional development.

TYPES OF PROFESSIONAL DEVELOPMENT

- Courses/workshops (e.g. on subject matter or methods and/or other education- related topics);
- Education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems);
- Qualification programme (e.g. a degree programme);
- Observation visits to other schools;
- Participation in a network of teachers formed specifically for the professional development of teachers;
- Individual or collaborative research on a topic of professional Interest and

- Mentoring and/or peer observation and coaching, as part of a formal school arrangement

Reviews of Related Literature

Studies Related to Emotional Intelligence of Teachers in Education in colleges (Teacher Educators)

Singh,D. (2003) found that different professionals need different levels of Emotional Intelligence for success. The result says that teachers need to be highly Emotionally Intelligent to be successful.

Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to solve problems and guide the students to promote social competence.

Gera (2006) conducted a study of the Emotional Intelligence of teachers in relation to their academic achievement and peer effectiveness. Sample consisted of 160 teachers (80 boys & 80 girls) of VIII standard. Findings revealed that teachers of VIII standard have an average level of EI. This explained that emotional development is closely related to child development, it is said that teachers of class VIII are still sculpting their mental frames. A significant positive relationship was found EI academic achievement and between EI and peer effectiveness.

Hawkey, K. (2006) in the article 'Emotional intelligence and mentoring in preservice teacher education: A literature review' reviewed the emerging significance of emotions and EI in relation to mentoring the pre-service teacher education programme. The article has discussed in detail the neglect of emotions and its importance in the field of education. The role of emotions in educational and work success, improved behaviour, learning, and enhanced inclusion is emphasised. The article takes a thorough review of the research studies dealing relationship of the emotion and cognition particularly in the context of teacher education. It is also reported on the basis of research evidences that many beginning teachers may face difficulty in regulating their emotions particularly negative emotions. The article further elaborates the teachability of EI. Policies and practices with regard to mentoring in pre-

service teacher education in Britain which has great generalizability all over the world is talked about. Based on the research review, it is emphasised that teacher education, as well as schools need to address emotional competencies in education. The article also focused on the significant role of school-based mentor who is involved with pre-service trainee teachers.

Singaravelu S. (2007) studied emotional intelligence of student teachers (Pre-service) at primary level in Urdu theory, region and found that emotional intelligence of student teachers in Pondicherry region was above average as the mean and standard deviation were found to be 33.46 and 946 respectively. It was observed that 68% of the student teacher had above average level of emotional intelligence.

Rechel Gali Cinamon, Yisrael Rich, Mina Westman (2007), studied on-Specific Work how work and family generic and occupation-specific stressors and support variables related to family interfering with work (FW) and work interfering with family (W F) among 230 Israeli high school teachers. Further expanding Work Family Conflict (WFC) research, the authors assessed WFC effects on burnout and vigor. Results indicated that W F conflict was related to generic variables and more so to distinctive teaching characteristics (e.g., investment in student behaviour and parent-teacher relations). Both WF and FW predicted burnout, whereas only FW predicted vigor. Implications for WFC research and occupational health programs and discussed.

Pandit Bansibihari, Lata Surwade (2008), conducted study on "The effect of emotional maturity on teacher effectiveness". Findings revealed that female teachers are emotionally more mature/ stable than male teachers who are found to be emotionally immature / unstable. The teaching of emotionally mature teacher is more effective than those of emotionally immature teachers, whose teaching is found to be of average grade. There is no sex difference in emotionally mature group with respect to teacher.

Indu. H (2009), conducted study on "Emotional intelligence of secondary teacher Trainees," Finding shows that majority of teachers (67.93%) fall within the average level of Emotional Intelligence. About 16.53 percent of teacher trainees' fall under high level and the remaining 15.54 percent of teacher trainees belong to the low Emotional Intelligence level. There is no significant different in Emotional Intelligence on the basis of gender. It has been concluded that the type of family does not significantly influence the Emotional Intelligence of the teacher trainees. There is no significant difference in the Emotional Intelligence of teacher

trainees on the basis of type of institutions namely, government, government-aided and private colleges of education is accepted.

Edannur, S. (2010) conducted a study on 'Emotional intelligence of teacher educators' to assess the level of EI of teacher educators and study total EI and its dimensions (Self-awareness, Self-management, Social-awareness, Social Skill) with respect to gender and locale. Teacher educators (N=21) of 5 teacher education institutes of Barrak valley region of Assam formed the sample. Four components of EI- self-awareness, self-management, social awareness and social skills were also assessed with respect to gender and locale. Emotional Competency Inventory of Goleman and Boyatzis were used to assess the different skills of EI. The findings of the study were the level of EI of teacher educators it was found slightly above average. The sample was found high in self-awareness, slightly above average in self-management and social awareness. However, there was found no significant difference between EI, self-awareness, self-management, social awareness and social skills with respect to rural-urban and gender. The study emphasises integrating approach for learning EI skills in the teacher preparation curriculum.

Krishnamurthy and Varalakshmi (2011) conducted a study to know the emotional intelligence of employees working in educational institution. A sample size of 200 teaching and non-teaching staff was taken for study on the basis of demographic factors .Questionnaires were designed in five segments consists of personal information, adaptability, assertiveness, emotional management, self-esteem and relationship of respondents. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee

Borse, C. (2012) carried out a 'Study of relationship between emotional intelligence and self-concept of B. Ed teacher trainee' to study the relationship between EI and self-concept of female and male B. Ed. teacher trainees and find the relationship between total EI and total self-concept of B.Ed. teacher trainees. The survey method was used to collect the data from 60 B. Ed. teacher trainees (30 males and 30 females) from College of Education, Nasik. [i] Emotional Intelligence Scale of Anukool Hyde, Sanjyot Pethe and Upinder Dhar and [ii] Dr. Rajkumar Saraswat Self Concept Questionnaire were employed. The results revealed that there exists a significant relationship between EI and self-concept of male and female B. Ed teacher trainees.

Baltaci, H. S., & Demir, K. (2012) conducted study on 'Pre service classroom teachers' emotional intelligence and anger expression styles'. The sample of the study comprised of I and IV year students of elementary school teaching (N=342), out of which 189 were females and 153 were males. Permanent Anger Expression Style Scale by Spiel-berger (1980) and Bar-on Emotional Intelligence Scale' adapted into Turkish by Acar (2001) and Mumcouglu (2002) were used to collect the data. 'Anger Expression Style Sub Scale' is made up of three sub-scales- Intrinsic Anger, Extrinsic Anger, and Anger Management. To test whether the sub-dimensions of pre-service teachers' EI are significant predictors of intrinsic anger, extrinsic anger and anger management, hierarchical regression analysis was employed and it was found that there was a negative correlation between intrinsic anger and all of the subcomponents of EI. Similarly, there was a negative correlation between extrinsic anger and impulse control, stress tolerance, flexibility, reality, social responsibility and empathy and a positive significant correlation between independence, self-esteem, anger management and self-esteem was reported.

Jonathan Kasler, Meirav Hen & Adi Sharabi (2013), made an attempt "Building Emotional Competency in Educators". in the study researcher administered the Schulte Self-Report Emotional Intelligence Test, the Interpersonal Reactivity Index (Davis, 1980), and the Emotional Self-Efficacy Scale (Kirk et al., 2008) to 50 undergraduate education students who were enrolled in an elective course on emotional intelligence in education, at commencement and at the end of the course. Results showed an increase in emotional self-efficacy and emotional intelligence, but no increase in empathy. These results support the view that social emotional competence can be enhanced within an academic learning environment, thus providing students of education and perhaps other people-oriented professions with valuable preparation for future careers.

Hans& Rabani (2013) examined the level of Emotional Intelligence among teachers working in the private institutions in Muscat, Sultanate of Oman. Descriptive research design was adopted and proportionate stratified random sampling was chosen for study. Sampling fraction of 25% was taken to divide the population into a homogeneous subgroup. The academic staffs who were teaching in management and engineering programs were taken up for the study. Questionnaires on Emotional Intelligence were distributed. Hundred questionnaires were received Data were analysed through descriptive statistics. The study

identified the phenomena related to Emotional Intelligence among private institutions teachers in Sultanate of Oman. Demographic factors influencing Emotional Intelligence were also identified and reported by using descriptive statistics. Result indicated that the private educational institutions teachers in Sultanate of Oman have fairly high level of Emotional Intelligence.

Adeyemo D. A, Agokei R. Chukwudi (2014), investigate the effect of emotional intelligence, and teacher efficacy, on the teacher effectiveness of pre-service teachers. Two validated instruments (Emotional intelligence scale; teacher efficacy scale) were administered on 300 students randomly selected from two Universities in the South-West region of Nigeria. Data were analysed using Pearson Product Moment Correlation and Multiple regression. The findings of this study demonstrated that emotional intelligence and teacher efficacy had predictive influence on teacher effectiveness.

Singh, J (2015) examined the emotional intelligence level of teacher educators in relation to certain demographical variables. The results show that the group under study possessed average emotional intelligence. The gender and experience of the teacher educators did not make any differential influence on their emotional intelligence. But significant difference was found in emotional intelligence of teacher educators in relation to area and marital status.

Suresh, K & Vedhan, R (2016) conducted study on "Emotional intelligence and academic achievement of B.Ed. trainees. The sample comprised of 1342 Teacher Educators of Thajavur District has been taken by using simple random sampling technique. The independent and dependent variable of the study are emotional intelligence and academic achievement respectively. Data were collected through Normative Survey method. Mean and correlation analysis were computed. The results indicates that academic achievement of B.Ed. trainees was in first class and the correlation between emotional intelligence and academic achievement was high.

Soanes &Sungoh(2019) found the influence of Emotional Intelligence (E.I.) on Teacher Effectiveness (T.E.) *of science teachers of secondary schools of East Khasi Hills District in Meghalaya (N* = 352). Emotional Intelligence inventory and Teacher Effectiveness scale were used to collect the data. Mean, Standard Deviation, t-test, and correlation were used for data analysis. The findings of the study revealed that there is a significant difference in Emotional

Intelligence between male and female science teachers the female science teachers are slightly higher in Emotional Intelligence than their male counterparts. Further, there is no significant difference in Emotional Intelligence among the science teachers with respect to locale, community, qualification and teaching experience. There is no significant difference in Teacher Effectiveness among the science teachers with respect to gender, locale, community, qualification and teaching experience. The findings of the study revealed a relationship between Emotional Intelligence and Teacher effectiveness and between TE and the dimensions of EI. Although the correlation is neglible, EI influences TE to some extent.

Gopal & Jagadeesh (2018) Found the relationship between emotional intelligence and burnout among teacher educators working in University of Mysore and Bangalore University. A total of 400 teacher educators working in urban and rural areas were selected for the present study. They were administered Emotional Intelligence test (Mangal & Mangal, 2012) and Burn out Inventory (Misra, 2012) in one setting. The data analysis was done through Pearson's product moment correlation and stepwise multiple regression. Results revealed that Intrapersonal awareness component of EI was significantly and negatively related to depersonalization, emotional exhaustion, friction, task avoidance and total burnout scores. Significant and negative relationships were observed between interpersonal awareness and depersonalization, emotional exhaustion, task avoidance, neglecting and total burnout scores. Intrapersonal management of EI was significantly and negatively related to depersonalization, emotional exhaustion, task avoidance, and total burnout scores. Total emotional intelligence scores were significantly and negatively related to depersonalization, emotional exhaustion, friction, task avoidance, distancing, neglecting and total burnout scores. Finally stepwise multiple regression analysis revealed that out of 4 areas of emotional intelligence, only 2 areas best predicted burnout; they are Intrapersonal Awareness and Interpersonal Awareness and predicted to an extent of 6.5%.

Vijaya,K. & Nishad, N.(2019) found the level of EI among the government, aided, and private based school teachers in Chennai. The data accumulated from the primary school teachers working in Chennai City. Overall, 500 questionnaires distributed to primary school teachers working in Chennai City. Finally, 472 questionnaires used for assessing the EI, the participants countered to a sixteen self-report assess of EI. The study found that primary school teachers are having an adequate level of EI. Besides, the study reveals that there is a considerable distinction among the government, aided, and private based school teachers

concerning EI. Furthermore, the study inferred that private school teachers are having EI high level, followed by aided school teachers and government school teachers

Shumaila , & Muhammad (2020) examined the association between EI and university teachers' teaching effectiveness in the Punjab, Pakistan. A sample of the study was selected in two phases. In the first phase, from six private universities and seven public universities, 879 teachers were conveniently selected as a sample. In the second phase 170 teachers were selected as a sample on the basis of their raw mean EI score. Pupils of the following 170 teachers gave data about the teaching effectiveness of their respective teachers. For the purpose of data collection, Bar-On EQ-i: Short and teaching effectiveness scale were used. It is exposed that the emotional and social capacity among the teachers in higher education sector is somewhat unformed and low, and needs improvement. It is concluded that teachers' EI has a positive but moderate relationship with their teaching effectiveness. Teachers' EI and all of its sub-factors are positively correlated with their teaching effectiveness including all its sub factors.

Studies Related to Teaching Competency of Teacher Educators

Singh, V (2003) studied the "Effect of B.Ed.Training programme on teaching competency of pupil teacher". The findings of the study were (1) B.Ed. training programme plays an effective role as the findings reveal that pupil teachers have shown significantly high improvement in teaching competency, its dimensions and teaching skill. (2) Gender plays an effective role as male pupil teachers have shown significant attainment in teaching competency as compared to their female counterparts. (3) Academic qualification plays an effective role as post graduate have shown significantly high attainment of teaching competency as compared to the graduates. (4) There is no major difference in the gain scores of arts and science pupil teachers.

Viswanathappa. G. (2005), conducted a study in Ananhapur district of Andrapradesh, to find out the influences of attitude towards teaching and teaching competence of student teachers at secondary level of 200 student teachers. Tools employed were Attitude towards teaching

profession developed by B.N. panda and S.C. panda (1998) a teaching competence scale developed by Viswanatan and Venkataiah (1992). The findings were that attitude towards Teaching plays a significant role in predicting the teaching competences of student teachers.

Chilambarasan, D. and Nellaiyapen, N. (2011) attempted to study the teaching competency of teacher trainees in Tamil Nadu, India. 300 B.Ed. Teacher Trainees were selected randomly from various B.Ed. Colleges of Tamil Nadu. General Teaching Competency scale by B. K. Passi (1994) was used to assess Teaching competency. Research findings revealed that there was no significant difference between B.Ed. teacher trainees in their teaching competency based on gender, graduation and parental education. It was also found that maximum number of B.Ed. teacher trainees had a high level of teaching competency.

Antony Gracious, F.L., and Annaraja, P. (2011) conducted a study on creativity and teaching competency of prospective B.Ed. teachers. The sample was probed to find out the relationship between creativity and teaching competency of prospective B.Ed teachers. Teaching competency scale and creativity scale were constructed by the investigators. The sample consisted of 242 prospective B.Ed. teachers studying in colleges of education affiliated to the Tamilnadu Teacher Education University, Chennai at Tirunelveli, Thoothukudi and Kanyakumari districts which were drawn from stratified random sampling technique. Findings showed that there was no significant relationship between creativity and teaching competency of prospective B.Ed teachers.

Mohana, D., and Gnanadevan, R. (2012) focused on the attitude of higher secondary teachers towards teaching in relation to certain demographic variables namely gender, locality and the type of institution. For this study, Attitude Inventory (TAI) standardized by Ahluwalia (1978) was used to measure the attitude of teachers towards teaching. This scale was administered to a random sample of 640 teachers working in different schools of Cuddalore District, Tamilnadu, India. The teachers belonging to different sub-samples had more favorable attitude towards teaching. Significant difference in the attitude of teachers towards teaching was found out in respect of gender, locality and type of institution.

Anbuthasan, A., and Balakrishnan, V. (2012) investigated the teaching competency of post graduate teachers in relation to gender and locality. A random sample of 300 teachers working in Kanchipuram District of Tamilnadu, India, was used for the study. Teaching

Competency Rating Scale constructed and validated by Amaladoss (2009), was used for the collection of data. The results revealed that post graduate teachers had a high level of teaching competency. It also found that there was a significant difference between men and women post graduate teachers with respect to their teaching competency. The difference between rural and urban post graduate teachers with respect to their teaching competency was insignificant in their study

Kumar, V. S. M. (2013) has conducted a study "The influence of Teacher's Professional Competencies on Students Achievement". The findings of this study indicate that consisting and significant positive relation between the proportion a well-qualified teacher and student achievement.

Kulshrestha, K. A. & Pandey, K. (2013) have conducted a study "Teacher Training and Professional Competencies". The results of study that significant relation between Teacher training and professional competency,because teacher training programme is a process to develop the teacher professional commitment and professional competency**.**

Sekar, A.M. (2016) has conducted a study "Teaching competency of B.Ed. female teacher trainees". The findings of this study that there is no significant difference between Govt. college and Self-financing college B.Ed. female teacher trainees in their efficacy in teaching, effective use of aids, rapport with students. This study also indicates that there is no significant difference between Girls College and Coeducation College B.Ed. Female teacher trainees in their use of appropriate techniques, efficacy in teaching and effective use of aids.

R. Sivakumar and Dr. A.Edward William Benjamin (2016) studied the interrelationship among teaching competency and professional development of teacher educators in B.Ed. colleges. The investigators have randomly selected teacher educatorors from thirteen different colleges of education in Sivaganga district of Tamil Nadu. Statistical techniques Pearson's correlation and t-test were employed for analysing the data. Results reveal that there is an interrelationship between teaching competency and professional development of teacher educators in B.Ed. colleges. Hence, the teacher educators having a positive influence on teaching competency show higher relationship in their professional development. Also result reveals that there is no significant difference between teaching competency and professional development of teacher educators in the sub categories such as gender, teaching

of pedagogy subject and also reflect evidence that there is a significant difference between the experience of below 5 years and above 5 years of teacher educators in B.Ed. colleges.

The finding of "A Study of Teaching Competency of Prospective Teachers in Relation to their Emotional intelligence" conducted by Kusum Khatkar, Suman Sangwan & Kiran Bedi (2016) found that emotional intelligence level of prospective teachers is average and they have moderate attitude towards teaching. There is no significant difference in emotional intelligence and teaching competency of male and female prospective teachers indicating that Sex factor has no impact on the level of emotional intelligence and teaching competency. In this study it was observed that teachers who were emotionally intelligent had good teaching competency as shown by correlation. From this study we may conclude that there is a significant and positive correlation between emotional intelligence and teaching competency, with no significant difference in teaching competency and emotional intelligence of male and female prospective teachers.

Rajeswari & Amutha (2017) conducted study on teaching competence of teacher educators and attitude towards ICT. Normative survey method has been used and by using random sampling technique 500 teacher educators" were selected. Gathered data was analysed by using the statistical techniques. The results show that the level of teaching competence of teacher educators is high and attitude towards ICT is favourable. There is significant difference in the teaching competence among teacher educators and attitude towards ICT with regard to way of handling classes. There is significant difference in the attitude towards ICT among teacher educators with regard to gender. There is no significant difference in the teaching competence among teacher educators with regard gender. There is significant relationship between teaching competence and attitude towards ICT of teacher educators.

Rajalaksmi & Shirlin(2017) conducted study on Emotional intelligence and Teaching competency of B.Ed. students in Kanyakumari District. The investigator collected data from 330 student teachers by stratified random sampling method. Emotional Intelligence scale and teaching competency scale were used as the main tools. The obtained results showed that there is low correlation between Emotional intelligence and Teaching competency of student teachers. The relationship between Emotional intelligence and Teaching competency was noted to be a significant low correlation.

Allimuthu, et al (2018) have conducted a study "A Study of Teaching Competency among B.Ed. Trainees". The findings of this study there is no significant difference in teaching competency -preparation of B.Ed. trainee teacher with reference to their location of the college. This study also reveals that there is no significant difference in Teaching Competency -Preparation of B.Ed. trainees with reference to their type of college.

Nepal,P. & Pranab, B.(2019) Examined the Status of Teacher Competency among the B.Ed. Trainee Teacher. The investigators have used Descriptive Survey method for the study. In this study, Competency of Trainee Teachers has been evaluated by their concerned students. The sample consists of 200 Trainee Teachers who were practice in short term teaching of different Secondary Schools. The Simple random sampling technique has been used for the selection of sample. The investigators have developed a Scale by themselves to measure the level of Teacher Competency among the B.Ed. Trainee Teachers on the basis five point scales i.e. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. For the analysis of data Mean, S.D., t-Test, and Graph have been used by the investigators in the present study. The finding of study reveals that the level of Overall Teacher Competency among the B.Ed. Trainee Teachers is statistically good. It can also be said that the majority among B.Ed. Trainee Teachers possess good level of Teacher Competency.

Sulaiman & Ismai (2020) conducted study to identify the relationship between teacher competence and 21st century skills. A total of 242 secondary school teachers of Malaysia selected as study participants. The study also used quantitative approaches involving systematic random sampling. There are two instruments used in the study which are variables of teacher competence based on the Malaysian Teacher Standards by the Ministry of Education Malaysia (2009) and 21st century skills based on the 21st Century Knowledge and Skills in Teacher Educator framework by Partnership for 21st Century Skills (2010). The analysis of the study shows that there is a robust and positive relationship between professional competence and 21st century skills among teachers. The findings also predict that personal characteristics, pedagogy, professional, information and communication technology (ICT), as well as school management and development, are significant contributors to 21st century skills. The findings also show that the dimensions of teacher competence have the potential to help further develop the potential of teachers in line with 21st century learning (PAK-21) concepts. The 21st century skills are the heartbeat for teachers to improve the quality of teaching in line with current educational developments.

STUDIES RELATED TO PROFESSIONAL DEVELOPMENT OF TEACHERS EDUCATORS

Borko (2004) studied on Teacher Learning and Continuous Professional development. The result reveals that to help young people learn the more complex and analytical skills they need for the 21st century, teachers must learn in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, they must be offered more and more effective professional learning. Meaningful learning is a slow and uncertain process for teachers as well as for students, with some elements that are more easily changed than others, according to the interplay with teachers' deeply rooted beliefs and attitudes.

Osunde& Izevbigie (2006) revealed that teachers are not well financially remunerated and they are looked down upon because of delay in payment of salaries and allowances, thereby having a lost of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Poor conditions of service, wider negative influence and teacher's negative personal and professional behaviour are critical factors responsible for teachers' low status.

Laws. K, Harbon L, Nguyen, N, & Trinh L. (2009), conducted a study on "Professional Devlopment of teacher educators: A cross border story". In this study the results of a collaborative project between the Faculty of Education and Social Work at the University Of Sydney, Australia, and the School of Education at Can tho University, Vietnam. The project aimed to develop a model for the professional development of teacher educators in the context of educational innovations in Vietnam. Sixteen participants (2 from University of Sydney and 14 from Can Tho University) were permanently involved in the project. In addition, 10 other staff members from University of Sydney provided input .The study followed a qualitative approach in which workshops and training sessions on re-forming initial teacher education programs at Can Tho, in addition to presentations, written documents and formal evaluations were main sources of data collected and analyzed. Models of good

teacher education programs and good teachers in the Vietnam context were developed, and participants developed their knowledge and skills in redesigning their teacher education programs as a response to educational reforms in Vietnam. In addition to the success determined through the achievement of measureable outcomes, this project illustrates the importance of human relationships and mutual understanding. This paper will exclusively focus on the emergence of collaborative, collegial partnerships, active learning and trust, respect and reciprocity between the partners as important outcomes which led to the successful development a model for professional development of teacher educators.

Hürsen (2011) examined the professional development activities for teachers to determine their attitudes. To achieve the purpose of the research for the Turkish Republic of Northern Cyprus (TRNC), which serves 448 high school teachers, were selected within the boundaries. The results obtained from this study, the effectiveness of teachers' professional development activities to show that they are unstable. In addition, teachers' gender, age and duration of the service creates a significant difference in their attitude towards the professional development activities. The results show that obtained more positive attitudes towards women teachers in professional development activities. In addition, teachers who are younger and less service time for professional development activities also shows that in more positive attitudes.

Anita, D. (2011), conducted a study on comparative study of Teacher Educators of Government Financed and self-Financed Colleges of Education in relation to their professional values, teaching aptitude and job satisfaction. Correlation descriptive survey method employed for the study. Teacher Value Inventory by ShamimKarim, Teaching Aptitude Test by Jai Prakash and R.P Srivastava and Job Satisfaction Scale-Meera Dixit were used for data collection. The professional values of male teacher educators of self-financed colleges of education are significantly higher than the professional values of male teacher educators of government financed colleges of education. The study also found that there is a fear of insecurity among the teacher educators of self-financed colleges of education. Teacher educators of self-financed colleges of education are continuously upgrading themselves in terms of attending seminars/conferences, presenting research papers, writing research papers, pursuing further studies, etc. with an intention to get a job in a government college of education.

Sharma & Dhaiya (2012) found that (1) no significant difference between attitude of male and female B.Ed. students towards teaching profession, (2) Arts and Science B.Ed. students do not differ significantly in attitudes towards teaching, and (3) female B.Ed. Students were found to have most favorable towards teaching profession.

Shah & Thoker (2013) reported that there is significant difference between teaching attitude of government and private secondary school teachers, and government secondary school teachers have higher teaching attitude towards their teaching profession as compared to private secondary school teachers.

Parvez,M. and Shakir,M. (2013) conducted study on attitudes of prospective-teachers towards teaching profession. A sample of 180 prospective teachers, 90 from private and 90 from public institutions was taken through purposive convenient sampling method. "Teacher Attitude Inventory (TAI)" by Dr. S.P. Ahluwalia was used to collect the data. Mean, SD and t-test were used for the analysis of the data. Research findings revealed that there is a significant difference in the attitudes of prospective teachers studying in private and public B.Ed. institutions. There is no significant difference in the attitudes of female and male, Muslim and Non-Muslim, science and social sciences prospective teachers towards teaching profession.

Deka Monisha (2014) conducted an investigation on facilities available for Professional Development of Teacher Educators- A Study on B.Ed. Colleges of Tinsukia District Assam with the main objectives to find out the facilities available for continuous professional development of the teacher - educators and to suggest measures for improving the conditions of the teacher-educators. Tools used i.e. Checklist, observation and unstructured interview schedule were used. Findings of the study revealed that proper infrastructure along with adequate manpower was available and for the continuous development a very less number of teacher educators were found interested. Only few teacher educators were

found interested in Seminars, Refresher courses, publication, etc.

Marcel Van der Klink, Quinta Kools, et.al (2015) conducted a study on "Professional Development of Teacher Educators; what they do? The study was carried out by members of the ATEE RDC "Professional Development of Teacher Educators". The study focused on experienced teacher educators with at least 5 years and not more than 20 years of experience as a teacher educator. Participants were from the Netherlands, Israel and Japan (5 from each country) participants from other countries were also included – Australia, Czech Republic, Belgium, Slovenia, Turkey and UK. In total participants from 10 countries were included. Tools used were highly structured interview. The interview guideline comprised three sections; general background, concern during the career and professional development activities. The findings shows that all participants were currently attending learning activities such as training courses, seminars, workshops, conferences and courses about a wide range of subjects varying from teaching specific subjects to the use of Information and Communication Technologies (ICT) and pedagogical and general teaching skills. The participants were also found to be engaged in attending meetings, discussions and consulting colleagues. Activities demanding very intensive and close collaboration such as working together on innovative ideas, doing research together or team teaching, visiting schools and learning from students were mentioned less frequently. Almost all the participants were engaged in research or research related scholarly activities. In addition to research, other activities were mentioned, such as designing new courses or adjusting courses and materials. Participants experienced those scholarly activities as very conducive to their own professional development; participants indicate that these were helping them to become better teacher educators.

Shweta Tewari (2016), studied on continuous Professional development of school teachers in India: learning from international successes . The study discuss in brief the scenario of teacher professional development in the country along with some chief problems uncovered through researches made in the area of teacher education and professional development of teachers in India. Further, five international models of continuous professional development namely the MiTEP,

the Ramp and Pathways, the Quest, the CCM and the Wyoming Triad model, have been discussed in brief that have provided a number of strategies and techniques of teaching and learning that can be implemented in the Indian system of professional development of teachers and some of them have been listed in the paper.

Namamba Adam & Rao Congman (2017) conducted a study on "Preparation and professional development of Teacher Educators in Tanzania: current practices and prospects". The study found that teacher educators professional development range from formal to informal activities. The professional development of teacher educators in Tanzania has not been well formalized since the profession of teacher educators is characterized by low qualifications as some of them lack basic qualifications. Low professional status and development of teacher educators is caused by under qualified personnel and ineffective professional development strategies. It further recommended, teacher educators should take the initiative to develop and establish teacher education as a distinct profession with a sound professional path.

Venkata. R. & Chongti, K. (2018)Found the status of teacher educators' professional development and to identify their attitude towards professional development with regard to two variables were taken into account for the study viz. type of management, professional qualifications (B.Ed., M.Ed., and Ph.D.). The researchers have been prepared the tools for this research. After the analysis, it is found that that majority of the teacher educators fall under average status of professional development irrespective of the variables chosen for the study and there is no significant difference in their attitude towards their professional development.

Monda, A (2020) conducted study on" Attitude of Teacher-Educators and Pupil-Teachers Towards the Two-Year B.Ed. Programme: A Review-Based Evaluation". Finding reveals that Two-Year B. Ed. Programme under the NCTE Regulations, 2014 is effective and more promising for preparing professional and accountable teachers from the lens of the teacher-educators. Only the student-teachers need to be oriented with prescribed theoretical

knowledge base through viable pedagogical strategies as most of the student-teachers have not held favourable attitude towards the Two-Year B. Ed. Programme.

Ramzan, A. (2020) investigated the professional commitment among teacher educators teaching in the colleges of education in Jammu district of union territory of J&K. The data were collected from 110 teacher educators consisting sex wise, locality-wise, qualification-wise, NET non-NET-wise, marital status-wise. The random sampling technique was used for data collection. In the present study, Professional Commitment scale for teacher educators (PCSTE) prepared by Dr. Vishal Sood (2011).The tool used was a standardized tool and the collected data were subjected to Mean, Standard Deviation, Standard Error of Mean, Standard Error of Mean Difference, and Correlation. The results of the study indicate that, the Female teacher educators teaching in colleges of education of Jammu district are betters than the Male teacher educators. The M.Phil., Ph.D. teacher educators teaching in colleges of education of Jammu district are better as compared to teacher educators who have only post-graduation degree. The Urban teacher educators teaching in colleges of education of Jammu district are betters as compared to teacher educators of rural area. The Unmarried teacher educators teaching in colleges of education of Jammu district are better than the married teacher educators. The Net Qualified teacher educators teaching in colleges of education of Jammu district are betters than the Non NET qualified Teacher Educators.

SIGNIFICANCE OF THE STUDY

The progress of a country depends upon the quality of its teachers. They are called nation builders. A good principal, magnificent building, sound infrastructure and good curriculum are useless, if the teachers in any institution are not with positive attitude and Emotionally Intelligent. An Emotionally Intelligent teacher will be a better guide. The greatest asset of education system will then be its Emotionally Intelligent teachers. We need Emotionally Intelligent teachers to activate educational process, so we need Emotionally Intelligent teacher educators to inculcate that quality in teachers. The present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems. Teacher in today's world, just having a bundle of knowledge will be equal to a book that is in active and senseless. He must have knowledge along with a set of skills that Emotional Intelligence provides, such as- empathy, self- control, optimism,

stress tolerance, self- regard, flexibility, emotional awareness and so on. Singh (2003) found that different professionals need different levels of emotional intelligence for success. Teachers can play a significant role in the establishment of structure and network in meaningful learning in students. Today teachers need an instructional technique which is of low cost and which does not demand hard work, so that they could love the subject and be more efficient in their teaching. In a study done by Seema Singh, (2003). On teaching competency of teacher Educators, the study revealed that teaching competencies includes the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing question, explaining, pace of lesson, reinforcement, understanding child psychology, recognizing behaviour, classroom management and giving assignment.

Quality teaching is vital for student's success. Element of effective professional development and leadership quality for growing and supporting great teachers are explored. It is imperative on the part of a teacher to know his strengths and weaknesses of teaching. Only when a teacher knows how far his teaching is effective, there is a possibility to change his strategies of teaching and check out the measures to foster knowledge among students in a better manner. This leads the investigator to study the level of Teaching Competency and Professional Development of Teacher Educators in the presence of Emotional Intelligence.

STATEMENT OF THE PROBLEM

A STUDY OF EMOTIONAL INTELLIGENCE, TEACHING COMPETENCY AND PROFESSIONAL DEVELOPMENT IN TEACHERS EDUCATORS

OPERATIONAL DEFINITION

Emotional Intelligence

Emotional intelligence as ability, talent, recognition skill, assessment and self-control of emotions in the interaction with others. (Bradbury et al., 2006)

Teaching Competency

Teaching competency means an effective performance of all observable teacher behaviour those beings about desired pupil outcomes (Passi & Lalitha, 1994).

Professional Development

The teaching profession, "professional development", the teachers work in their lives is described as a combination of personal and professional experiences (Cruickshank et al., 1986).

OBJECTIVES OF THE STUDY

1. To study Emotional Intelligence of Teacher Educators.

2. To study Teaching Competency of Teacher Educators.

3. To study Professional Development of Teacher Educators.

4. To find out whether there exist any significant difference between Emotional Intelligence and Teaching Competency of Teacher Educators.

5. To find out whether there exist any significant difference between Teaching Competency and Professional Development of Teacher Educators.

6. To find out whether there exist any significant difference between Professional Development and Emotional Intelligence of Teacher Educators.

7. To find out the correlation between Emotional Intelligence and Teaching Competency of Teacher Educators.

8. To find out the correlation between Teaching Competency and Professional Development of Teacher Educators.

9. To find out the correlation between Professional Development and Emotional Intelligence of Teacher Educators.

Hypotheses

1. There is no significant difference in the mean score among Emotional Intelligence, Teaching Competency and Professional Development of Teacher Educators.
2. There is no significant difference in the mean score between Emotional Intelligence and Teaching Competency of Teacher Educators.
3. There is no significant difference in the mean score between Teaching Competency and Professional Development of Teacher Educators.
4. There is no significant difference in the mean score between Professional Development and Emotional Intelligence of Teacher Educators.
5. There is no relationship between Emotional Intelligence and Teaching Competency of Teacher Educators.
6. There is no relationship between Teaching Competency and Professional Development of Teacher Educators.
7. There is no relationship between Professional Development and Emotional Intelligence of Teacher Educators.

DELIMITATIONS

- The Study will be delimited to teachers working in colleges of education affiliated with different universities of Haryana State only.
- It will be delimited to Teacher Educators working in Government (aided) and Self-Financing Colleges.
- The present study will be delimited with respect to variables such as Gender, Locality of the College.

Method of the Study

Descriptive method of research will be employed for the study as this method is concerned with surveying, describing and investigating the existing phenomenon or issues, conditions and relationships that exist.

This method will enable the researcher to compare Teacher from different colleges affiliated to universities of Haryana viz. Government (aided) and Self-financed, with respect to, Emotional Intelligence, Teaching Competency and Professional Development.

ANOVA will be used to study Emotional Intelligence, Teaching Competency and Professional Development

SAMPLE OF THE STUDY

Random sampling technique will be employed for the study. 400 teacher working in colleges of education affiliated with Kurukshetra University, Kurukshetra, Chaudhary Devi Lal University, Sirsa and Maharishi Dayanand University, Rohtak, Central University of Haryana, Mahendergarh, Bhagat Phool Singh Mahila Vishwavidyalaya,Khanpur Kalan, Indira Gandhi University Meerpur, Rewari of Haryana State will be selected for the study.

TOOLS

1. Emotional Intelligence Inventory Shubhra Mangal (2013).
2. Teaching Competency Scale (To be developed and validated by the Investigator.)
3. Professional Development Scale (To be developed and validated by the Investigator.)

Statistical Techniques to be used

1) Anova will be used for data analysis.
2) Coefficient of correlation will be used to study relations between different variables.

Processing of Data

SPSS 16 will be used to process and analyze the data.

CONDUCT OF THE STUDY

Phase I: Construct and Standardized

(1) Teaching Competency Scale

(2) Professional Development Scale

Phase II: Data Collection

Phase III: Analysis of Data

CHAPTER SCHEME

Chapter I : Introduction

Chapter II : Review of Related Literature

Chapter III : Construction and Standardization of Teaching competence scale and professional development scale.

Chapter IV : Plan and Procedure

Chapter V : Analysis, Interpretation and Discussion of Results

Chapter VI : Summary, Conclusions, Educational Implications

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Appendices

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